



# **Much Woolton Catholic Primary School**

*'With Jesus we Love, Learn and Grow'*

## **School Policy for Spiritual Development**

Approved by the Governing body in March 2026

Signed \_\_\_\_\_ Chair of Governors

Signed \_\_\_\_\_ Head teacher

To be reviewed and revised in March 2028

# MISSION STATEMENT

With Jesus we Love, Learn and Grow

## To do this we will:

- Be a Christian community that follows Jesus in living out Gospel values. (Christ centred)
- Provide opportunities for all to grow and achieve their full potential, by igniting a desire for lifelong learning. (Education)
- Be a beacon of light that shines out to others, sharing faith, hope and love. (Community)

## Objectives:

- Provide quality collective worship and enriching liturgical celebrations.
- Enable our children to acquire an excellent religious education, through a well taught and resourced Come and See programme.
- Encourage all to develop their understanding of and relationship with God, while at the same time respecting that others choose to express their faith in different ways.
- Be positive role models, who treat each other with respect and are willing to forgive and be forgiven.
  
- Provide a stimulating curriculum, which is fun, challenging and relevant to the needs of our children.
- Value all our pupils and staff, appreciating their uniqueness and individual talents, enabling them to develop these to the full.
- Have high expectations of ourselves and each other, in all that we do.
- Ensure that all children reach their full potential through effective planning, assessment and evaluation, which will inform their next steps.
  
- Create a positive atmosphere where all feel valued and are welcomed into our school community.
- Develop positive links between the school and parish community.
- Learn about and appreciate other faiths and cultures.
- Use our talents as responsible citizens to enrich the lives of others in our local and the global community.

## **Introduction**

Spiritual education is about helping children develop a deeper understanding of themselves and the world in ways that last. It supports pupils in reflecting, noticing what matters to them, and making sense of experiences, including feelings such as awe, wonder, gratitude, hope, and compassion. It also encourages them to value aspects of life that are not material, such as relationships, beauty, imagination, love, and purpose, and to consider that there may be something enduring beyond day-to-day concerns.

Spiritual development is not the same as Religious Education. A child can grow spiritually with or without a religious belief, and spiritual learning can happen in every subject. For example, it might come through exploring questions in English texts, noticing patterns and infinity in maths, experiencing awe in science, reflecting through music or art, or considering human experiences and choices in history and PSHE.

### **Spiritual development involves:-**

- The development of insights, beliefs, attitudes and values that guide and motivate us.
- A growing understanding of feelings and emotions, which prompts reflection and learning.
- For all pupils, a developing recognition that their insights, principles, beliefs, attitudes and values can influence, inspire and guide them in life.
- At Much Woolton, the teaching of personal, social and health education and citizenship, alongside our With You Always lessons, supports children to acquire insights into their personal existence that are of enduring worth.

### **Aims and Objectives**

At Much Woolton we aim to encourage pupils' spiritual development by:-

- Giving pupils the opportunity to explore values and beliefs, including religious beliefs and the way in which they impact on people's lives.
  - Where pupils already have religious beliefs, supporting and developing these beliefs in ways, which are personal and relevant to them.
- Encouraging pupils to explore and develop what animates themselves and others.
- Encouraging pupils to reflect and learn from reflection.

- Giving pupils the opportunity to understand human feelings and emotions, the way they affect people and how an understanding of them can be helpful.
- Developing a climate or ethos within which all pupils can grow and flourish, respect others and be respected.
- Accommodating difference and respecting the integrity of individuals.
- Promoting teaching styles which:
  - Value pupils and their questions and give them space for their own thoughts, ideas and concerns.
  - Enable pupils to make connections between aspects of their learning.
  - Encourage pupils to relate their learning to a wider frame of reference (e.g. asking why, how and where as well as what)
  - Monitoring in simple ways, the success of what is provided.

### **The role of Governors**

The Governing Body supports the Head Teacher by promoting and developing:

- The distinctive nature/ethos of the school. The Governors have collaborated in our Mission Statement, 'With Jesus we love, learn and grow.'
- Curriculum subjects, especially Religious Education.
- Celebration of the Word - the Governors support and take an active role in all our activities.

### **The Role of the Headteacher**

The Headteacher will promote the following characteristics to develop pupils' spirituality:

- A set of values, principles and beliefs, which may or may not be religious, which inform their perspective on life and their patterns of behaviour.
- An awareness and understanding of their own and others' beliefs.
- A respect for themselves and others.
- A sense of empathy with others, concern and compassion.
- An increasing ability to reflect and learn from this reflection.

- An ability to show courage in defence of their aims, values, principles and beliefs.
- A willingness to challenge anything that limits the human spirit, such as low aspirations, poor self-confidence or self-belief, moral indifference, the misuse of power, fanaticism, aggression, greed, injustice, a narrow outlook, self-interest, sexism, racism and all other forms of discrimination.
- An appreciation of the intangible, for example, beauty, truth, love, goodness, order, as well as mystery, paradox and ambiguity.
- A respect for insight as well as knowledge and reason.
- An expressive and/or creative impulse.
- An ability to think in terms of the 'whole' - for example, concepts such as harmony, interdependence, and perspective.
- An understanding of feelings and emotions and their likely impact.

### **The Role of the Teacher**

At Much Woolton, teachers are committed to developing pupils' drive, sense of identity and self-worth. Through the Religious Education Directory programme, the wider curriculum, and the relationships formed with children, families and the wider community, they promote the development of principles, beliefs and values, including those with a religious foundation. The teachers' role includes promoting among the children:-

- A sense of awe, wonder and mystery.
- A sense of transience and constant change.
- An awareness of the possibility of order, purpose and pattern.
- An awareness that there is often more to things than meets the eye-a sense of transcendence.
- A sense of the importance of silence and reflection and the ability to listen.
- A sense of self-esteem and worth.
- An appreciation of the worth and qualities of others.
- A sense of community and an understanding of its celebrations, rituals, values and responsibilities.

- A sense of joy in life and the worth of play.
- Awareness of limitations and frustration, loss and the sadder side of life.
- Appreciation of the natural world and its patterns as a source of meaning and symbols for our existence; seasons, light, bread, water, wind, the earth.
- Appreciation that freedom and ability to choose are at the heart of human dignity.

The Role of the teacher includes promoting the following skills in our children:

- An ability to listen.
- An ability to be still.
- An ability to feel for, and with, others.
- A capacity to respond to experiences with imagination.
- The capacity to perceive pattern in experience.
- The strength to cope with contradiction and the sense of futility.
- The ability and opportunity to reflect.

### **The Role of the Parents**

- Parents have the responsibility to support the school's spiritual development policy and to actively encourage their children to fully participate in the life of the school.
- Parents will be invited to participate in assemblies, class masses, services and celebrations.
- Parents are the child's first educators and as such will continue to promote the sense of awe and wonder within their children.

### **Pupil Participation**

At Much Woolton all children are encouraged to take responsibility for themselves and to make their own decisions. Opportunities are given throughout the day during lessons, assemblies etc, for quiet reflection.

- Our school values help children to fully participate in the awareness of self and the moral values we cultivate through personal and social behaviour.
- They are encouraged to make decisions and be proactive in the development of attitudes and values which influence them in school life.

## **Assessment of Spiritual Development**

OFSTED have suggested that pupils may display evidence of having benefited from provision intended to promote spiritual development if, at a level of appropriate to their ages and ability, they demonstrate such qualities as:

- Knowledge of the central beliefs and ideas and practices of major world religions and philosophies.
- An understanding of how people have sought to explain the meaning of the universe through various myths and stories, including religious, historical and scientific interpretations.
- Beliefs, which are held personally and the ability to give some account of these and derive values from them.
- Behaviour and attitudes which derive from such knowledge and understanding and from personal conviction, and which show awareness of the relationship between belief and action.
- Personal response to questions about the purpose of life and to the experience of beauty and love or pain and sadness.

The class teacher will monitor and evaluate skills gained according to the qualities demonstrated by the children.

### **Equal Opportunities and Inclusion**

At Much Woolton, we plan to provide for all pupils regardless of gender, ethnicity, socio-economic status, cultural background, academic ability, Special Educational Need/Disability or vulnerability to achieve their full potential.